

THE INFLUENCE OF USING CARTHOGRAPHY TOWARDS  
STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY  
AT THE SECOND SEMESTER OF THE EIGHTH  
GRADE OF SMP NEGERI 2 GUNUNG LABUHAN  
WAY KANAN IN THE ACADEMIC  
YEAR OF 2020/2021

A Thesis

Submitted as a Partial Fulfillment of The Requirement for S-1 Degree

By :

WIDIA ARIKA

NPM: 1411040190

Study Program: English Education

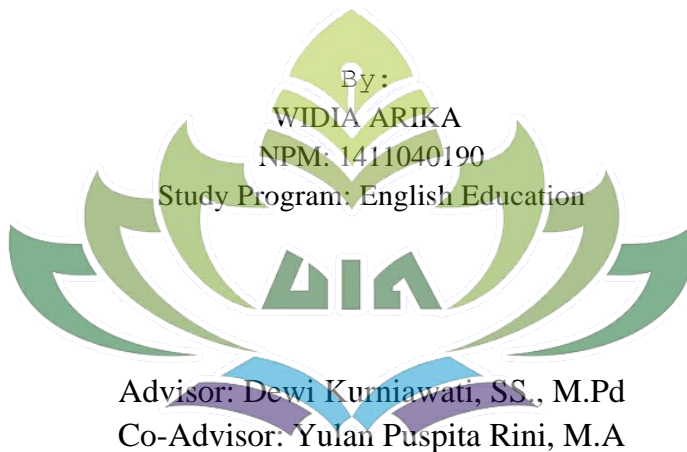


TARBIYAH AND TEACHER TRAINING  
FACULTY STATE ISLAMIC  
UNIVERSITY RADEN INTAN  
LAMPUNG  
2021

THE INFLUENCE OF USING CARTHOGRAPHY TOWARDS  
STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY  
AT THE SECOND SEMESTER OF THE EIGHTH  
GRADE OF SMP NEGERI 2 GUNUNG LABUHAN  
WAY KANAN IN THE ACADEMIC  
YEAR OF 2020/2021

A Thesis

Submitted as a Partial Fulfillment of The Requirement for S-1 Degree



TARBIYAH AND TEACHER TRAINING  
FACULTY STATE ISLAMIC  
UNIVERSITY RADEN INTAN  
LAMPUNG  
2021

## **ABSTRACT**

# **THE INFLUENCE OF USING CARTOGRAPHY TOWARDS STUDENTS' DESCRIPTIVE PARAGRAPH WRITING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH CLASS OF SMPN 2 GUNUNG LABUHAN IN 2020/2021**

**BY  
WIDIA ARIKA**

The objective of the present research was to know the influence of using cartography towards students' descriptive paragraph writing ability at the eighth class of SMPN 2 Gunung Labuhan.

The research methodology was experimental research held in 3 times of meeting, 80 minutes for each meeting. This design used pre-test and post-test to find out students' descriptive paragraph writing ability before the treatment and after the treatment. The population of this research was the students of eighth class of SMPN 2 Gunung Labuhan. There are four classes and consist of 116 students. The writer took two classes as the sample. In collecting the data, the writer used instrument in form of writing. After being tried out, the instruments were used for the pre-test and post-test. After giving the post-test, the writer analyzed the data using T-test formula.

After doing the hypothesis test, the result is there is a significant influence of using cartography towards students' descriptive paragraph writing ability at the eighth class of SMPN 2 Gunung Labuhan. From the data analysis, it was found that the result of T-test was T-observed (27.0057) with T-critical (1.688). Since  $T_{\text{observed}} > T_{\text{critical}}$ , so  $H_0$  is rejected.

## DECLARATION

I hereby declare that this thesis entitled, “The Influence of Using Carthography Towards Students’ Descriptive Text Writing Ability at The Second Semester of The Eighth Grade of SMPN 2 Gunung Labuhan Way Kanan in the Academic Year og 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, July 2021

Declared by,







**MINISTRY OF RELIGIOUS AFFAIRS**  
**STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG**  
**TARBIYAH AND TEACHER TRAINING FACULTY**

*Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260 Kodepos 35131*

**APPROVAL**

**Title**

**THE INFLUENCE OF USING CARTHOGRAPHY  
TOWARD STUDENTS' DESCRIPTIVE TEXT  
WRITING ABILITY AT THE SECOND SEMESTER  
OF THE EIGHTH GRADE OF SMP NEGERI 2  
GUNUNG LABUHAN WAY KANAN IN THE  
ACADEMIC YEAR OF 2020/2021**

**Student's Name : Widia Arika**

**Student's Number : 1411040190**

**Study Program : English Education**

**Faculty : Tarbiyah and Teacher Training Faculty**

**APPROVED**

To be tested and defended in the examination session at Tarbiyah and  
Teacher Training Faculty, State University of Islamic Studies,  
Raden Intan Lampung

**Advisor**

**Dewi Kurniawati, M.Pd**  
**NIP. 198006012006142047**

**Co-Advisor**

**Yulan Puspitarini, M.A**  
**NIP. 198707272015032006**

**The Chairperson of  
English Education Study Program**

**Meisuri, M.Pd**  
**NIP. 198005152003122004**





**KEMENTERIAN AGAMA**  
**UIN RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

**ADMISSION**

A thesis entitled: **THE INFLUENCE OF USING CARTHOGRAPHY TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT OF SMP N 2 GUNUNG LABUHAN WAY KANAN IN THE ACADEMIC YEAR 2021/2022**, by: **Widia Arika, NPM: 1411040190**, Study Program: **English Education**, was tested and defended in the examination session held on: **sunday, July 5<sup>th</sup> 2021**.

**Board of Examiners:**

**The Chairperson : Meisuri, M.Pd**

(.....)

**The Secretary : Septa Aryanika, M.Pd**

(.....)

**The Primary Examiner : Nurul Puspita, M.Pd**

(.....)

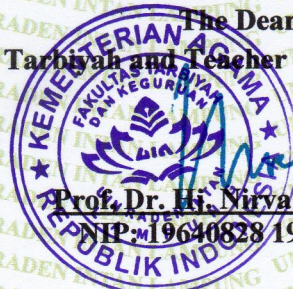
**The Secondary Examiner : Dewi kurniawati, M.Pd**

(.....)

**The Advisor : Yulan Puspita Rini, M.Pd**

(.....)

**The Dean of  
Tarbiyah and Teacher Training Faculty**



**Prof. Dr. H. Nurva Diana, M.Pd**

**NIP. 19640828 198803 2 002**

## MOTTO

وَلَوْ أَنَّ فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْهَارٍ  
مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”<sup>1</sup> (QS. Luqman : 27)



---

<sup>1</sup> Abdullah Yusuf ‘Ali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, P.1219.

## DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents, Mr. Indra Gandhi and Mrs. Marlina who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved husband Ami Irawan and my daughter Ghezania Almahyra Sukma who always give me spirit and suggestion for my success.
3. My beloved friends, who always support me to finish this thesis,

My beloved Almamater State Islamic University of Raden Intan Lampung.





## **CURRICULUM VITAE**

The researcher's name is Widia Arika. Her nick name is wiwid. She was born in Tanjung Raja (Lampung utara) on November 13<sup>th</sup>, 1996. She is the first child of Mr. Indra Gandhi and Mrs. Marlena. She has 3 brother and 1 sister his name Rizaldi ,Gilang, Rifki and Annisa.

The researcher studied at elementary school of SD Negeri 1 Sindang Agung Lampung Utarain 2003 and graduated in 2008. Then, she continued at Junior High School of SMP Negeri 3 Tanjung Raja in 2008. After she graduated from Junior High School in 2011, she continued her study at SMA Negeri 1 Bukit Kemuning Lampung Utara in 2011 and graduated in 2014. After that she continued her study in State Islamic University of Raden Intan Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.



## ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Influence Of Using Carthography Towards Writing Ability in Descriptive Text at SMPN 2 Gunung Labuhan in the Academic Year of 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung (UIN). When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof.Dr.H.Chairul Anwar,M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri,M.Pd, the chairperson of English Education Study Program of State Islamic University of Raden Intan Lampung (UIN).
3. Yulan Puspita Rini M.A, the first advisor who has patiently guided and directed the researcher until the completion of this thesis.
4. Dewi Kurniawati M.Pd, the second advisor, who has given guidance and supervision, especially in correcting this thesis well.
5. All lecturers of English Department of State Islamic University of Raden Intan Lampung (UIN) who have taught the researcher since the beginning of her study.
6. Suparno M.M, the headmaster of SMPN 2 Gunung Labuhan for giving the opportunity to conduct the research in the school.
7. English teacher of SMPN 2 Gunung Labuhan, Dody Parman S.Pd, for being helpful during the research process and giving suggestion during the research and the students at the first semester of the eighth grade of SMPN 2 Gunung Labuhan for allowing to carry out the research in their institution and for giving the contribution and being cooperative while the researcher was conducting the research there.
8. The researcher’s beloved friends thanks for your friendship and for all of the researcher’s friends of English Program of State Islamic

University of Raden Intan Lampung (UIN), especially C Class thank you for your help and motivation that given to researcher.

9. The researcher's beloved friends in class C who supported the researcher in finishing this thesis.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this

thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung,  
The Researcher,

2021

Widia Arika  
NPM.1411040190



## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>DECLARATION .....</b>	<b>iv</b>
<b>MOTTO.....</b>	<b>vi</b>
<b>DEDICATION .....</b>	<b>vii</b>
<b>CURRICULUM VITAE .....</b>	<b>viii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ix</b>
<b>TABLE OF CONTENTS .....</b>	<b>xi</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Backgroud of Problem .....	1
B. Identification of the Problem .....	7
C. Limitation of the Problem .....	8
D. Formulation of the Problem .....	8
E. Objective of the Research .....	8
F. Use of the Research .....	8
G. Scope of the Research .....	8
<b>CHAPTER II FRAME OF THEORY, FRAME OF THINKING AND HYPHOTESIS</b>	
A. Concept of Teaching English as a Foreign Language.....	11
B. Concept of Writing.....	13
C. Concept of Writing Ability.....	14
D. Concept of Writing Process .....	17
E. Concept of Descriptive Text .....	18
F. Students' Descriptive Text Writing Ability .....	19
G. Concept of Cartography .....	19
H. Concept of Teaching Descriptive Paragraph by using Cartography.....	21
I. The Procedure of Teaching Writing through Cartography .....	21
J. The Advantage and Disadvantage of Using Cartography .....	22
K. The Concept of Lecturing Technique .....	22
L. Frame of Thinking .....	24
M. The Hypothesis .....	24



## **CHAPTER III RESEARCH METHODOLOGY**

A. The Research Design .....	25
B. The Variable of the Research.....	26
C. Operational Definition of Variable .....	26
D. The Population and Sample of the Research.....	26
1. Population of Research .....	26
2. Sample of Research.....	27
E. Sampling Technique.....	28
F. The Data Collecting Technique.....	28
G. Research Instrument.....	28
H. Scoring Creteria .....	29
I. Try Out of The Test.....	29
J. The Supporting Technique.....	30
K. The Reseach Procedure.....	30
1. Determining The Subject of The Reseach .....	30
2. Designing The Instrument Of The Research.....	30
3. Trying Out of The Test .....	30
4. Administiring of The Test.....	30
5. Conducting Treatment .....	31
6. Administiring of Post-Test.....	31
7. Analyzing the Test Result.....	31
8. Analyzing the Data .....	31
L. Validity and Reability .....	31
M. Data Analysis .....	34
1. Normality Test .....	34
2. Homogeneity Test.....	35
3. Hypothetical Test.....	36

## **CHAPTER IV RESEARCH AND DISCUSSION**

A. Data Description .....	39
B. Data Analysis .....	41
1. Result of Pre Test.....	41
2. Result of Post Test .....	43
3. Result of Homogeneity Test .....	43
4. Result of Hypothetical Test .....	44
C. Discussion .....	45

## CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion .....	51
B. Suggestion.....	51



## CHAPTER I INTRODUCTION

### A. Background of Problem

Language is very important in our life because language is used in all aspects of human life. We use language to communicate with other people. We can understand what the people mean by language. Kreidler said that, "Language is a system of symbols through which people communicate. The symbols may be spoken, written, or signed with the hand".<sup>1</sup> It means that people use language to express inner thoughts and emotions of complex and abstract thought, to learn communicative with others. Meanwhile, Setiyadi states, "language is a system for expression of meaning. It means that the language is used to express ideas, opinion, and feeling."<sup>2</sup> Dealing with the statement, people will be able to communicate one to other.

In this globalization era, English language takes important role in communication and education in teaching and learning process. Rosenhouse and Kowner say, "English has emerged as the world's first choice as a second language, more importantly, it is by know the principle means for international communication."<sup>3</sup> It is because English has an essential role for developing countries such as Indonesia. In Indonesia, the awareness to compete with global society has grown. Therefore, English teaching is spread all over the country.

We found out that English is often used in many fields, including education. The Indonesian government in this case the department of national education states that English is the first foreign language in Indonesia. As a compulsory subject,

---

<sup>1</sup> Charles W. Kreidler, *Introducing English Semantic*, (London: Routledge, 1998), p.19

<sup>2</sup> A.g Bambang Setiyadi, *Teaching English As a Foreign Language*, (Jogjakarta: Graha Ilmu, 2006), p.10

<sup>3</sup> Judith Rosenhouse and Roten Kowner, *Globally Speaking Motives for Adopting English Vocabulary in Other Languages*, (Oxford: Cromwell press, 2008), p.1

this is learned from elementary school to university. English has four language skills and one of them is writing skill. It is useful in life side. Although writing is very useful for human being, writing skill is more complex and difficult to be taught and mastered especially for the students. According to Alonso, “english as a second language eduaction ahs gained and increasingly important in career development in science, business and industry on the global stage”.<sup>4</sup> It means that english is the acces of international communication and many countries use English for second language.

In learning english there are four skills, such as listening, speaking, writing and reading. Writing is a thinking process. The process consists of some stages to reach the goal. Writing is a step a two processess. The first, you figure out your meaning, and then you put into language.<sup>5</sup> In the most effective learning of writing skill is likely to take place when the students are writing real messages for real audiences, or at least when they are performing tasks which they are likely to have to do in their out- of- class life. The choice of writing tasks will depend, therefore, on why students are studying English.<sup>6</sup>

From the statement above, it is obvious that writing is very important skill in English because in writing we can transferre a message for audiences. Besides, writing can convey something about yourself and to learn something you did not know.

According to Rimes, writing is a skill in which we express idea, feeling, and thinking which are arranged in words, sentence and paragraph by using eyes, brain, and hand.<sup>7</sup> Furthermore, writing reinforces us to use structure and vocabulary, in which we have studied in previous lessons.

---

<sup>4</sup> David J. Alonso, English as second language, (New York: Nova Science publisher, 2011), p.1

<sup>5</sup> H Douglas Brown, Teaching by Principle and interaction approach to language peadagogy fourth edition, (New york:Longman,2001), p.361

<sup>6</sup> Jeremy Harmer, *How to Teach Writing*, (England: Longman. 2004), P. 39

<sup>7</sup> Ann Rimes, *Techniques in Teaching Writing*, ( London: oxford American English, 1983) P. 3



According to Hyland writing is way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.<sup>8</sup> The act of writing can help us discover what we think and feel. Many people have had the experience on their paper. Writing well is also its own reward. It is satisfying to know that we have communicated clearly, that we have transferred a message or information from our minds to other minds with as little interfering noise as possible.<sup>9</sup> In islam the importance, of writing is also stated in holy quran on first verse of surah AL- qolam :

“Noon i swear by the pen and what the angels write.  
 ‘<sup>10</sup>(QS.AL-qolam:1)

*Qolam* in this verse means as a pen which is used to write the knowledge . It means that everyone who will write, will make the process of thinking to create ideas in writing so as to understand its meaning and purpose.

Based on the statement above, it can be concluded that writing is very important subject because in writing the writer must share idea from the brain that the reader understand. Because of that the writer must be clever to choose and combine the vocabulary to create something that is meaningful. Concerning this, English teacher must be responsible to students' difficulty in writing. Therefore, the teacher should find an appropriate technique in teaching writing. It is clear that the English teacher should be creative in applying his technique in order to enable his students to solve their writing problem.

Writing, on the other hand, is learned through a process of instruction: we have to master the written form of the language and to learn certain structures which are less use in

---

<sup>8</sup> Ken Hyland ,second language writing (New york:cambridge university press,2003),p.9.

<sup>9</sup> Sue Lorch,. *Basic Writing*.(Canada: little, brown & company, 1984), P. 5

<sup>10</sup> Allama Abdullah Yusuf ali ,The Holy Qur'an : Arabic text with English Translation ( New delhi : Millat Book center,2006),P.444.

speech, or perhaps not used at all, but which are important for effective communication in writing.<sup>11</sup>

According to statement above the writer assumes in writing we must express all of our ideas from our thinking. It is really not easy to translate our thinking to be a written language. We have to be able to choose the appropriate words and combine each word become a coherence sentence and paragraph.

In Indonesia, there are many people who believe that English as a foreign language. English as a foreign language is generally taken to apply to the students who are studying general English at school and institute in their own country or as transitory visitors in target language country.<sup>12</sup> English must be taught as early as possible in a school as a local content that needs a good preparation and management so that the teaching and learning process can be done successfully because the students have known about English early. Besides, the teacher should know what teacher will do in order to make the students are more interested in learning English. The most important thing is that the students have to know four important skills in English. They are listening, speaking, reading and writing.

All of the skills in English are so important. They are applied for getting the ability of how to use English as a communication tools. In this research, the writer just wants to focus on one skill. It is writing. Writing is one of the language skill that the students have to master. The right order of the four skills in English are listening, speaking, reading and writing. By listening we can speak and by reading are able to write something. Many students have difficulties to use English especially in writing. The factors affected are lack of vocabulary, limited structure, etc. One kind of text taught for student at junior high school is descriptive text. Descriptive text

---

<sup>11</sup> Donn Byrne, *Teaching Writing Skill* (Longman handbooks for language teachers, 1988) P 5

<sup>12</sup> Jeremy Harmer, *How to Teach Writing*. Longman.; New York. 2009. Page 39

is taught at the eighth class of junior high school on the second semester.

Teachers who have been at the forefront of the development of the process approach have proposed methodologies which emphasize the creativity and unpredictability of writing. The process approach has had such a widespread influence on the teaching of writing throughout the English speaking world.<sup>13</sup>

Descriptive text is a text used to describe something. It can be people, place, thing, etc, it can also be an abstract object such as an opinion, or idea, love, hate, or belief, etc, in this case as a product of writing, the text functions to reflect what is being described to the readers.<sup>14</sup>

Based on my preliminary research in SMPN 2 GUNUNG LABUHAN, the writer asked Mr.Dodi parman (English teacher) about his students capability in mastering English, especially about their writing ability, he said that the student have less motivation and vocabulary and also the students have difficulties in mastering English (grammar, vocabulary, and combining sentence).

The writer gets descriptive writing data's score of eighth class. The writer asked data's score from the teacher. The following table is the result of descriptive writing score of students. from that interview the writer also got the data that showed more than 60% of students of eight class did not pass the minimum score a shown on the table 1.

---

<sup>13</sup> Christopher Tribble, *Language Teaching Writing*, (china : Oxford University Press, 1996), P 37-38

<sup>14</sup> Sanggam Siahaan, *The English Paragraph*.(Yogyakarta: Graha Ilmu, 2008), P 119

**Table 1**  
**The Students' Score of Writing Descriptive Text at the Eighth**  
**Grade of SMPN 2 Gunung Labuhan in the academic year of**  
**2020/2021**

No	Class	Student Score		Total
		> 70	< 70	
1	VII A	12	18	30
2	VII B	11	16	27
3	VII C	13	17	30
4	VII D	10	19	29
<b>Total</b>		<b>46</b>	<b>70</b>	<b>116</b>
<b>Percentage</b>		<b>39%</b>	<b>60%</b>	<b>100%</b>

*Source: Teacher' Documentation of average score of writing ability of SMPN 2 Gunung Labuhan in the academic year of 2020/2021*

From the data on table 1, it can be seen that from one hundred and twenty-nine students of eight grade of SMPN 2 GUNUNG LABUHAN there are 78 students (68,42%) get score under 70. Because the criteria of minimum mastery (KKM) score of english subject at that school is 70. It indicated that most students still face difficulties in writing descriptive text. So, the english score should be increased. Based on the questionnaire that the writer gave to the students, the writer also found three factors of students' problems in learning English especially writing descriptive text those are (1) the students find the problems in developing and expressing their ideas, (2) the students have difficulties find meaning of vocabulary, (3) the students have difficulties in writing with grammar correctly. Besides, the class condition and teacher's technique in teaching learning process is less interesting.

To solve that problem, the teacher must find out how to make them able to distinguish each kind of text from another and the teacher also must try another technique in teaching writing. If the teacher uses different technique the students will be interested in writing class. Besides that the teacher has to



make the students comfortable with the material or class, so they can easily understand the lesson.

There are many ways that can be used to develop students' writing ability. It can be taught by using different techniques, one of them is cartography. Based on Harley, cartography is graphic representations that facilitate a spatial understanding of thing, concepts, condition, process, or events in the human world.<sup>15</sup> It means that cartography can applied the fundamental scientific procedures of accurate measurement, classification, and the identification of relationships, to create visual models of our complex world.

It allows not only to do things better, more efficiently, but also to create new realities.<sup>16</sup> In this case, teaching writing through cartography is one of the effective ways and can be applied in any classroom, because it can help the students to learn and remember the material easily. Besides, by using cartography the teaching and learning process will be more interesting, so that the students will not feel bored. One of the ways of helping the students to develop their writing ability through cartography especially concept mapping for descriptive text. In line with the background above, the writer conduct a research entitled: "The Influence of Using Cartography Towards Students' Descriptive Text Writing Ability at the second Semester of the Eighth Class of SMPN 2 Gunung Labuhan".

## **B. The Identification of Problem**

Based on background above, the writer would like to identify the problem as follows:

1. The students have difficulties in writing descriptive text.
2. The students are easy to be bored in learning writing.
3. The teachers need more techniques that are suitable for developing students' writing ability.

---

<sup>15</sup> Ibid. p xvi

<sup>16</sup> <http://www.handfonline.com/doi/abs/10./Giedre Beconyte and Rita Viliuviena>

### **C. The Limitation of Problem**

Because of limited time, it is better for the writer to restrict the problem in order to pay more attention to the specific problems. In this research the problems are limited on the focusing on using Carthography and writing ability in descriptive text of the second semester students at the eighth grade at SMPN 2 Gunung Labuhan.

### **D. The Formulation of Problem**

Based on the background and the identification of the problem the writer focused on the main problem that is to the research is “Is there any significant influence of using cartography towards students’ descriptive text writing ability?”

### **E. The Objective of the research**

The objective of the research is to know whether there is significant influence of using cartography towards students’ descriptive text writing ability.

### **F. The Use of the Research**

After doing this research, the writer expects that the result of this research will be:

1. Theoretically, as information for the English teacher about using cartography especially concept mapping towards students’ descriptive paragraph writing ability.
2. To Develop students writing ability and motivate them in studying english especially in learning.
3. To give information to English teacher about the important of using cartography, especially to develop four skills in teaching English.

### **G. The Scope of the Research**

1. Subject of the Research

The subjects are the students at the second semester of eighth grade of SMPN 2 Gunung Labuhan.

2. Object of the research

The object of the research the use of using cartography and the students' writing ability.

3. Place of the Research

The researcher is conducted in SMPN 2 Gunung Labuhan. It is located on Gunung Labuhan Way Kanan.

4. Time of the Research

This research will be conducted at the second semester of the eight grade of SMPN 2 Gunung Labuhan in the academic year 2020/2021.



## CHAPTER II

### FRAME OF THEORIES

#### A. Concept of Teaching English as a Foreign Language

Language is a set of rules by human as a tool of communication.<sup>17</sup> While Meyer states that language is a system of communication, it is useful to compare it with other systems of communication.<sup>18</sup> Brown says that, language is acquired by all people in much the same way language and learning language both have universal characteristics.<sup>19</sup> Furthermore, according to Brinton, language is rule-governed, creative, universal, innate, and learned, all at the same time.<sup>20</sup>

Based on the explanation above, language is a tool of communication that use useful to compare it with other in order to the people can understand what they mean. Language is used many people build a good relationship each other's. In this global era, it is very important to interact with people around the world. It means that language is important for human because without language, we cannot interact in life perfectly as human being, therefore we must master the language.

English is viewed as a language which gives you access to the world.<sup>21</sup> That is, it is taught in schools, often widely, but it does not play an essential role in national or social life. People which has characteristics in it. Each country has the first language based on the agreement of them. It should be noted that people have to master international language although they have first language used in daily activities. In teaching English

---

<sup>17</sup>Sanggam Siahaan, *The English paragraph* (Yogyakarta: Graha Ilmu, 2008), p.1.

<sup>18</sup>Meyer. F. Charles, *Introducing English Linguistics* (New York: Cambridge University Press, 2009), p.3.

<sup>19</sup>H.Douglas Brown, *Principle of Language Learning and Teaching* (San Francisco: Addison Wesley Longman, 2000), p.5.

<sup>20</sup>Laurel J. Brinton, *The Structure of Modern Language* (Amsterdam: John Benjamins Publishing, 2000), p. 3.

<sup>21</sup>Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (West Sussex: John Wiley & Sons, Ltd, 2009), p. 9.

as foreign language, the teachers should be able to manage the classroom well. As Richard states underpinning them all are the ability of a teacher to manage students and the environment to make the most of the opportunities for learning and practicing language.<sup>22</sup> Based on the several explanation, English is one of important language that is taught in Indonesia. In teaching English, the teacher should be able to manage the classroom well and the environment to make the most of the opportunities in learning English.

Furthermore, according to Brown, teaching is showing or helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.<sup>23</sup> It means that teacher strategy is very important to engage students, teacher have to make the students feel comfort and interest in studying subject by using a creative strategy so the students' will focus on learning activity.

As we know in Indonesia, English is taught as the foreign language. As a foreign language, English is not used for daily communication. Setiyadi states that in Indonesia, English is learned at schools and people do not speak the language in the society.<sup>24</sup> It means that in Indonesia, English is not used for communication in the daily lives.

Based on the explanation above, English is one of important language that is taught in Indonesia. In teaching English, the teacher should be able to managing the class and use creative strategy so the students will be interest in learning English.

---

<sup>22</sup>Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 47.

<sup>23</sup>H. Douglas Brown, *Teaching Principle of Language and Teaching* (San Fransisco: Practice Hall Regents, 1994), p.7.

<sup>24</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.22.



## B. Concept of Writing

Writing is one of four skills should be mastered by students, as Raimes states that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand.<sup>25</sup> According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.<sup>26</sup> It means that writing can express the ideas, feelings will show many things about the writer, such as the way of thinking, knowledge, problem solution and others. In writing, the students can represent about their minds or opinions in form of written language, so indirectly the students can do communication with the reader.

Writing is a progressive activity. When you first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and make changes and corrections.<sup>27</sup> It means that writing is an activity that use thought, mind, and feeling based on what we want to write.

The written language has more practice. Someone who never practice writing a lot, felt difficult to master writing because writing is not natural process, it needs process to be mastered. Harmer also adds that when writing, students frequently have more time to think than they do in oral activity. They can go through what they know in their mind and even consult dictionaries, grammar book, or order reference mastery to help them.<sup>28</sup> It means that the students must have more references because it can help them to support their ideas or

---

<sup>25</sup>Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p. 95.

<sup>26</sup>Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), p.9.

<sup>27</sup>Alice Oshima, Ann Hogue, *Writing Academic English*, Third Edition (New York: Addison Wesley Longman, 1999), p.3.

<sup>28</sup>Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.31.

feelings in written form, so make the reader interested to read their written text.

Based on several definitions about writing above, It can be conclude that writing is a way of express the ideas, feelings, and thoughts arranged in word, sentences and paragraph to construct his or her views on a topic. The writing is one of language skills besides listening, speaking, and reading. It is used to communicate or express our idea, thinking, and feeling indirectly to another person as a reader.

### C. Concept of Writing Ability

Writing is regarded as an extension of grammar - a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences.<sup>29</sup> It means that writing is a complex process, which the students not only explore ideas and concrete to be realized in a text but also test of students' ability to make a writing correctly.

Writing ability is the skill of a writer to communicate information to a reader or group of readers.<sup>30</sup> It means that writing ability is an ability to convey ideas between the reader and writer. In writing, there are five aspects that must be ordered by writer to make a good writing. It is needed to give clearly of information that as the writer means.

Writing has some components that must be attended. Tribble states there are five scoring criteria for scoring of writing; they are task fulfillment or content, organization, vocabulary, language, and mechanic.<sup>31</sup> In addition, Heaton states five major aspects are accompanied by explicit description of what is meant by the different band-scales. The criteria of good writing, there are:

---

<sup>29</sup>Ken Hyland, *Op.Cit*,p.3.

<sup>30</sup>Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: GrahaIlmu, 2008), p.22.

<sup>31</sup>Christoper Tribble, *Language Teaching Writing*, (Oxford: Oxford University, 1996), p. 130.

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability to use of word/idiom).
4. Language use (the ability to write appropriate structure)
5. Mechanic (the ability to use punctuation, capitalization, spelling and layout correctly).<sup>32</sup>

Based on those explanations, the writer concludes that writing ability is an ability to create words or idea of the writer. writing is not only activity of arranging words but also when people write, they should organize the rule of writing at least they write their ideas to be a good writing use aspect such as content, organization, vocabulary, language, and mechanics.

#### **D. Concept of Writing Process**

Writing process is the stages a writer goes through in order to produce something and its final written form. This process may, of course, be affected by the content (subject matter) of writing, the type of writing (shopping list, letters, essays, report, or novel) and the medium of written in (pen and paper, computer word files, etc).<sup>33</sup> It means that, writing as a process of our mind to produce a good written start from beginning until the last the written.

There are different views on the stages that writers go through in producing a piece of writing, but a typical model identifies four stages: prewriting; composing/drafting; revising; and editing.<sup>34</sup> A typical prewriting activity in the process approach would be for students to brainstorm on the topic of houses. At the composing/drafting stage, students would select and structure the result of the brainstorming session to provide a plan of description of a house. This would guide the first draft

---

<sup>32</sup>J.B. Heaton, *Writing English Language Test* (New York: Longman, 1988), p.135.

<sup>33</sup>Jeremy Harmer, *How to Teach Writing, Op. Cit*,p.4.

<sup>34</sup>Christopher Tribble,*Op. Cit*, p. 39.

of a description of a particular house. After discussion, the students may revise the first draft working individually or in group. Finally, the learners would edit or proof-read the text.

**Table 2**  
**Stages of Writing Process**

<b>Prewriting</b>	Prewriting is everything you do before you begin to draft the paper. Look over an assignment handout, choose and narrow your topic, and assess your audience and purpose. Research is also an important aspect of prewriting.
<b>Drafting</b>	Drafting is the stage when you begin to put the paper in paragraph form. When you begin to draft your writing, you need to keep in mind five separate writing techniques that will help your reader to understand your paper.
<b>Revising</b>	<ol style="list-style-type: none"> <li>1) Check to see if the essay fits.</li> <li>2) Make sure each paragraph has a topic sentence.</li> <li>3) Make sure there are smooth transitions between paragraphs.</li> <li>4) Check for digressions.</li> <li>5) Do you have sufficient support in all paragraphs?</li> <li>6) Is your paper logical in order?</li> <li>7) Do you have an introduction and a conclusion?</li> </ol>
<b>Editing and Proofreading</b>	Here is where you check on your spelling and grammar and mechanics. Spell check is your friend! In a research paper, you would also check to see if your documentation is done properly. Most students skip this step, but most teachers take off points for papers that are not proofread. It might be in your best interest to take a look, and sometimes four eyes are better than two. Have a friend look over it, or take it to the writing center for extra help. <sup>35</sup>

<sup>35</sup>*Ibid*, p.42.

From that explanation the writer concludes that writing process is a process of to order something in form of written language. The students make a good writing if they follow rules of writing process such as begin with planning, drafting, editing and final version..

### E. Concept of Descriptive Text

According to Kane, description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.<sup>36</sup> Anderson & Anderson add that descriptive text is different from information reports because they described a specific subject rather than general group.<sup>37</sup> Pardiyono says that there are several things that we need to know and understand about descriptive writing. They are purpose, rhetorical structure, and grammatical pattern.<sup>38</sup>

#### a) Purpose of descriptive text

Description is a type of written text, which has the specific function to give description about an object (human or non-human)

#### b) Rhetorical structure of descriptive text

A descriptive writing has generic structure. They are:

1. Identification: general description about an object.
2. Description: specific description about an object.

#### c) Grammatical Pattern of descriptive text

1. Use declarative sentence and simple present tense.
2. Use conjunction.

In the case point, descriptive writing is a type of writing that describes about an object such as things, places, animals or people specifically by using declarative sentence. This kind of writing describes an object so that the reader can imagine about the object because the writer describe it specifically.

---

<sup>36</sup>Thomas S. Kane, *Essential Guide to Writing* (New York: Oxford University Press, 2000), p.6.

<sup>37</sup>Anderson, *Op. Cit.*, p. 28.

<sup>38</sup>Pardiyono, *Pastibisa Teaching Genre Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p. 34.



### **Mrs. Debby Magdalena**

**Identification:** Mrs. Debby Magdalena is one of the successful carrier woman. She is the new sales manager for Jakarta sales office of Le MerideanNirwana Golf and Spa Resort.

**Description:** Mrs. Debby Magdalena holds her new position as from Marc 2nd, 2009. Prior to her assignment at Le MeredianNirwana Golf and Spa Resort, she was the sales manager at Novotel Nusa Dua's Jakarta sales office. Prior to that, she worked at a number of reputable hotels such as Radison Hotel Jakarta, Aston Hotel Jakarta, and Novotel Nusa Dua Bali. Born in Jakarta, she is a graduate of BPLP Bandung majoring hotel management and of DwipaWacana University in majoring management. With her strong background in reservations, front office and sales she will be a valuable assetto Le Meridian Nirvana Golf and Spa Resort. As the sales representative in Jakarta, she will be based at Le Meridian Jakarta Hotel.

<http://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html>

Based on the explanation about the descriptive text above, the writer takes **conclusion** that the descriptive text is a text that describea person, thing, places, or an animal that has been specifichased on what they see, hear, taste, smell, or touch. There are twogeneric structures that should be contains in decriptive text, they are identification and description

#### **F. Students' Descriptive Text Writing Ability**

Writing is one of skills in English that is called as difficult skill for many people. It is as to produce good writing the writer should do the process of writing well. Besides that, the writer also must practice it more and rapidly. Descriptive writing is to describe a person, thing, places, or an animal that has been specific. And descriptive writing also giving more information about a person, thing, place, or animal using appropriate details".<sup>39</sup> It means that the purpose of descriptive text is to describe objects or persons in which the writer will interest.

There are some components that are used in scoring writing ability. According to Tribble, there are five scoring criteria for scoring of writing; they are task fulfillment or content, organization, vocabulary, language, and mechanic.<sup>40</sup> It

---

<sup>39</sup>Otong Setiawan Djuharie, *Easy Writing* (Bandung:CV. YramaWidya, 2009), p. 153.

<sup>40</sup>Christoper Tribble, *Op. Cit*, p. 130.

means that in doing writing, the students have to attend the five components of writing in order to create good writing.

Based on the explanation above, the writer may conclude that the students' descriptive writing ability is their ability to describe an object in detail with good mastery of the five aspects of writing like content, organization, vocabulary, language and mechanics.

## G. Concept of Cartography

Cartography is the science of the representation and study of the spatial arrangements, combination, and interrelationships of the phenomena of the nature and society.<sup>41</sup> Combining science and technique, cartography builds on the premise that reality can be modeled in ways that communicate spatial information effectively.<sup>42</sup> The problems of cartography arose during various periods of history and are in different stages of development. This is reflected in the breakdown of cartography into separate disciplines.

According to Harley, definition cartography is the study of a variety of graphic representations that are tremendously relevant to our understanding of the mapping process.<sup>43</sup> It also promotes the investigation of the map as a repository of culturally- embedded and graphically – portrayed understanding about space that broadens our knowledge of how people, at different times and places, have experienced their world.

The theoretical foundations of the science, including the teaching of the subject and methods of cartography. The latter includes the theory of cartographic projections and the theory of generalization and methods of representation (the system of symbols). It considers types and kinds of maps and their classification and analysis.

---

<sup>41</sup>JJ O'Connor and E F Robertson, 2002, <http://www.history.mcs.st-andrews.ac.uk/histtopics/cartography.html>

<sup>42</sup><http://springerlink.com/E.S.Poshumus>.

<sup>43</sup> J. Brian Harley and David Woodward. *Cartography in Prehistoric, Ancient, and Medieval Europe, and the Mediterranean*. (1987). Association of American Publisher.

Cartography is graphic representations that facilitate a spatial understanding of thing, concepts, condition, process, or events in the human world.<sup>44</sup> It means that cartography can applied the fundamental scientific procedures of accurate measurement, classification, and the identification of relationships, to create visual models of our complex world.

Writing is one skill in English. It needs interesting technique to make the students enjoy the writing class, and to avoid students' opinion that writing is a difficult subject to learn. Considering the theories above, it is clear that cartography is an effective technique for teaching English. Through cartography especially concept mapping students can improve their solving skill and enjoy the activity.

Brown states some specific principles for designing writing technique as follows:

1. Incorporate practice of "goal" writers.
2. Balances process and product.
3. Account for culture/ literacy background.
4. Connect reading and writing. Provide as much as authentic writing is possible.
5. Frame your teaching in terms of free writing as possible.
6. Teach should be as interactive as possible.
7. Sensitive applies method of responding to correcting your student writing.
8. Clearly interaction students on the rhetorical, formal, convention of writing.
9. Make your final evaluation of student writing consistent with you overall approaching.<sup>45</sup>

---

<sup>44</sup> *Ibid.* p xvi

<sup>45</sup> H. Douglas. Brown. *Principles of Language Learning and Teaching*( San Fransisco State University. 1994) P 346.

## **H. Concept of Teaching Descriptive Paragraph by using Cartography**

The students are usually not active in the class. They leave all the burden of maintaining discipline to their teacher. For this reason, from the very beginning it is importance for teacher to be able to create a more fun and interesting atmosphere in the classroom. Teaching technique is hoped to be able to help students understand concept in reading the purpose of learning.

As Brown states that notice how someone you are observing accounted for age variables in the overall lesson, in the type of technique that were used, in the management in the classroom, in verbal registers as well as body language, in the teacher- students exchanges, and in the relationship that those change conveyed.<sup>46</sup>

Realizing this situation, the writer giving an appropriate technique to increase students English skill especially in descriptive writing ability. Using cartography in teaching writing is one of technique for the teacher to give motivation to the students, because here the students can write the paragraph easily and feels enjoyable, fun, and they also can express their idea in oral or written form.

## **I. The Procedure of Teaching Writing through Cartography**

The procedures of teaching descriptive writing can be described as follows:

1. The teacher gives apperception to the students by asking the question.
2. The teacher gives the motivation to the students.
3. The teacher gives explanation about material.
4. Ask the students to make some group.
5. The teacher gives an example paragraph to the students.

---

<sup>46</sup> Douglas Brown, *Teaching by Principle an Interactive Approach*, 2001, P 93

6. The teacher ask the students to make concept mapping and then make descriptive paragraph
7. The students check their work.
8. The teacher asks the students to submit their work.<sup>47</sup>

#### **J. The Advantage and Disadvantage of Using Cartography**

Teaching writing through cartography has some advantages, they are:

1. As the alternative technique in teaching writing.
2. It is hoped that the students are interested in learning writing.
3. By using the new technique of teaching writing, the student will be more motivated.
4. Visual impression of change over space.
5. Can be easily completed by hand or by computer.

Not only the advantages that got from this technique of writing but also disadvantages, they are:

1. It gives a false impression of abrupt change at the boundaries.
2. Variations within each area are hidden, particularly if a wide data range is used.
3. Writing through cartography especially concept mapping does not help the students' grammar weakness since the task is principally focused on the meaning rather than form.<sup>48</sup>

#### **K. The Concept of Lecturing Technique**

The lecturing technique is an oral presentation intended to present information or teach people about a particular subject, for example by a university or collegeteacher. Lectures are used to convey critical information, history, background, theories and equations. A politician's speech, a minister's sermon, or even a businessman's sales presentation may be

---

<sup>47</sup> Olivia Leung, <http://Drawing with her Students to Teach Abstract and Concept>. August 28, 2011.

<sup>48</sup> [http://wiki.answers.com/Q/What are the advantages and disadvantagesOf the Choropleth map](http://wiki.answers.com/Q/What_are_the_advantages_and_disadvantages_of_the_Choropleth_map)



similar in form to a lecture. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content. Lecturing technique is an exposition of a given subject delivered before an audience or a class, as for the purpose of instruction. Lecturing - teaching by giving a discourse on some subject (typically to a class).<sup>49</sup>

Lecturing is essentially a form of public communication. We can borrow, then, from the public speaking literature to learn more about how to improve our lecturing skills. The ability to lecture well, like speaking well, is an acquired skill. However, unlike public speakers, as lecturers we have multiple opportunities to communicate with the same "audience." Thus, we can assess our mistakes, think analytically about our actions, and take steps to improve while teaching the same group of students. We may lecture as many as forty or more times to the same class. Improvement, then, is possible within the same semester as well as over several semesters or years. As with any teaching method, the choice to lecture should be a strategic one. Lecturing is not the only way to teach, but it can be very effective if it is used with appropriate goals in mind. What are some objectives we might hope to achieve by lecturing? Among them are:

- a. Exercising/gaining control of the class
- b. Highlighting major ideas
- c. Setting the stage for forthcoming activities
- d. Showing one's own interest and enthusiasm for the subject
- e. Providing a role model of good public communication skills.<sup>50</sup>

---

<sup>49</sup><http://www.thefreedictionary.com/lecturing>, February 23<sup>rd</sup>

<sup>50</sup><http://www.indiana.edu/~teaching/allabout/pubs/lectskills.shtml>, July 27<sup>th</sup>

**L. Frame of Thinking**

According to the explanation above, in teaching writing using cartography has been played as a technique in improving the students' writing ability. This technique is as an alternative technique of teaching writing for the teacher towards their students' ability in expressing their ideas, thought, and feeling through written form. Cartography can help the students to try cooperatively into learning writing and study together happily but competitive. They more active in writing English, because it can stimulate students in order to be interested in learning English, especially writing activity. A learning teaching process of descriptive paragraph through cartography would run well. Meaning that the students would be interested in writing descriptive paragraph through cartography, the process would not need much time and it would help the students in writing descriptive paragraph.

**M. The Hypothesis**

Based on the theoretical assumption above, the writer made the hypothesis as follows:

$H_0$  : There is no any significant influence of using cartography towards students' descriptive paragraph writing ability.

$H_a$  : There is a significant influence of using cartography towards students' descriptive paragraph writing ability.

## REFERENCES

- Anderson, Mark. 1997. Kathy anderson, *Text Types in English*, Sidney: Macmillan, Arikunto, Suharsimi. 2014. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta
- Ary, Donal, Cheser Jacobs, and Chris soresen, (8<sup>th</sup> edition). 2010. *Introduction to Research in Education*, Canada: Wadsworth Cengage Learning
- Boey, Lim Kiat. 1982. *An Introduction to Linguistics for Language Teacher*. Singapore: Singapore University Press
- Creswell, John W. 2012 *Educational Research; Planning and conducting Quantitative and Qualitative Research*. Boston: Pearson
- Djuharie, Otong Setiawan. 2009 *Essay Writing*, Bandung: Yrama Widya
- Elbow, Peter. 1980. *Writing With Power: Technique for Mastering the Writing Process*. Proposed from Rafikamutiara's journal about Teaching Descriptive text by using Guided WH-Question, New York: Oxford University Press
- Faridi, Abdurrachman. 2012. *Language Teaching Theories*. Semarang: UNNES PRESS.
- Fraenkel, Jack R. 2009. *How to Design and Evaluate Research in Education*, New York: McGraw-Hill

Gerot, Linda and Peter Wignel.1994. *Making Sense of Functional Grammar*. Sydney: GerdStabler

Hanani,Sofyani. 2005. *PenerapanStrategiPembelajaran Expository Program StudiPendidikan*, Jakarta: IKIP Veteran Semarang

Harmer, Jeremy. 2001. *The Practice of English Language Teaching*,Cambridge: Longman

-----, *How to Teach Writing*, Cambridge: Longman, 2001

James, Schreiber and Kimberly Asner-Self, Educational Research. 2011. *The Interrelationship of Question, Sampling, Design and Analysis*,India; Jhonwilley and Sons Inc

Kouame,Julien B Using Readability Test To Improve The Accuracy Of Evaluation Documents Intended For Low-Literate Participants, *Journal Of Multi*

*Disciplinary Evaluation Vol. VI No. 14 ISSN 15568180 August 2010: Western Michigan University: Michigan*), P. 133, Accessed On Wednesday 15<sup>th</sup> August 2018

Maheshwari, V.K. 2015. *A direct instructional Strategy*. Jaipur: Former Principal Millan,Mc James, Sally Schumacher. 2006. *Research in Education Evidence- based inquiry 6th Edition*, Boston: Allyn and Bacon

Meltzer,Lynn. 2007. *Executive Function in Education, from theory to practice*,New York: Guilford Press

Nickols, Fred. 2016. *Strategy: Definition of meaning*, Victoria: Acer Press

Patel and Praveen, *English Language Teaching (Method, Tools and Techniques)*

Jaipur: Sunrise Publisher and Distributor

Reid, Joy. 2000. *The Process of Composition*. Prentice Hall Regents: Longman

Reid, Robert and Tory, O Lieneman, *Strategy Instruction for Students with Learning Disabilities*. New York: The Guildford Press

Sanjaya, Wina. 2006. *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan* Jakarta: Kencana Prenada Media Group

Setiyadi, Bambang. 2006. *Teaching English as Foreign language*, Yogyakarta: Graha Ilmu

Siahaan, Sanggam. 2008. *The English Paragraph*, Yogyakarta: Graha Ilmu

----- 2008. *Generic Text Structure*, Yogyakarta: Graha Ilmu

Scruggs, Thomas E and Margo A. Mastropieri. 2011. *Advances In Learning And Behavioral Disabilities: Assessment And Intervention*, British: Emerald